

**Course Title – Italian 3, Honors**

**Implement start year – 2014-2015**

**Revision Committee Members, email, extension – Allison Dougherty (adougherty@lrhsd.org, 8850), RoseAnn Musto (rmusto@lrhsd.org, 8805, Lauren Ratkis (lratkis@lrhsd.org, 8144)**

**Unit #5, topic – Essere in forma (Being in shape) Transfer goal: Students will be able to independently use their learning to communicate wellness needs.**

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

#### Established Goals

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Physical activity contributes to health and wellness..</p> <p><i>EU 2</i>  Soccer is woven into every aspect of Italian life and culture.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are the habits of a healthy person?</li> <li>• What do I do to maintain my own wellness?</li> <li>• How is physical activity related to health?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Which sports are popular around the world?</li> <li>• Why are different sports popular in different countries?</li> <li>• How do sports fans differ around the world?</li> <li>• How does following a sport bring people together?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Wellness vocabulary</li> <li>• Key elements of an overall active lifestyle</li> <li>• Relative pronouns</li> <li>• Use of relative pronouns to combine simple clauses</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Sports vocabulary</li> <li>• Popular sports in Italy and around the world</li> <li>• Importance of soccer to the Italian culture</li> <li>• Indefinite pronouns</li> <li>• Negative expressions</li> <li>• Relation of indefinite pronouns to negative expressions</li> <li>• Usage of indefinite pronouns</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Assess wellness and health</li> <li>• Describe how they are feeling and what hurts</li> <li>• List the steps to improving wellness and quality of life</li> <li>• Define relative pronouns</li> <li>• Combine simple clauses using relative pronouns</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Recall sports vocabulary</li> <li>• List popular sports in Italy</li> <li>• Discuss the impact soccer has on Italian life and culture</li> <li>• Define indefinite pronouns</li> <li>• Recall negative expressions</li> <li>• Change affirmative sentences to a negative counterpart</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Sports vocabulary quiz
- Wellness vocabulary quiz
- Relative pronouns quiz
- Indefinite and negative quiz
- Read short story "Il ciarlatano" from *Raccontini Simpatici* and answer open- ended questions
- Short quiz on culture of sports and wellness

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Introduce sports vocabulary (A)
- Introduce wellness vocabulary (A)
- Vocabulary drills (pass the ball, etc.) (A)
- Clips of sports being played, students identify the sport (A)
- Teacher/student led discussion popular sports (M)
- Pre-assessment: Imperativo (M)
- Discussion on maintaining wellness (M)
- Teacher presentation on World Cup (DVD or youtube clip) (A)
- Teacher describes ailment/sport, students identify (M)
- Picture prompts (identifying sports based on equipment) (M)
- Introduce relative pronouns (A)
- Textbook/online exercises relevant to related pronouns (A)
- Student practice combining sentences using relative pronouns (M)
- Activator: indefinite adjectives (alcuni/alcune/qualche) (A)
- Define indefinite pronouns (A)
- Define negative expressions (A)
- Activator: relate affirmative expressions (indefinite) match to corresponding negative (ex: qualcuno/nessuno) (M)
- Listening activity: Patient (teacher) describes an injury, doctor (students) diagnosis and give treatment (T)
- Create new patient survey in groups (ex: C'è qualcuno nella tua famiglia che soffre...) (T)
- What would you do? Teacher provides a scenario indicating an illness, student tells what they will do (callback to conditional) (T)